

## **S KILBOURNE ELEMENTARY**

1400 S. Kilbourne Road  
Columbia, S. C. 29229

**GRADES** K-5 Elementary School

**ENROLLMENT** 269 Students

**PRINCIPAL** Andrenna A. Smith 803-738-7215

**SUPERINTENDENT** Dr. Ronald L. Epps 803-231-7500

**BOARD CHAIR** Vince Ford 803-231-7556

## **THE STATE OF SOUTH CAROLINA**

### **ANNUAL SCHOOL REPORT CARD**

# 2004

#### **ABSOLUTE RATING:**

#### **AVERAGE**

Absolute Ratings of Elementary Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
4	13	65	51	3

#### **IMPROVEMENT RATING:**

#### **UNSATISFACTORY**

#### **ADEQUATE YEARLY PROGRESS:**

#### **YES**

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### **SOUTH CAROLINA PERFORMANCE GOAL**

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Average	Good	N/A
<b>2002</b>	Average	Unsatisfactory	N/A
<b>2003</b>	Average	Unsatisfactory	Yes
<b>2004</b>	Average	Unsatisfactory	Yes

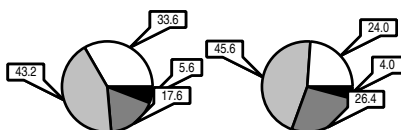
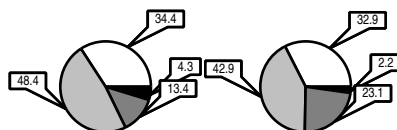
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

62.6%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Mathematics****Elementary Schools with Students like Ours****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	131	100.0	24.0	45.6	26.4	4.0	42.4	Yes	Yes
<b>Gender</b>									
Male	74	100.0	31.4	41.4	22.9	4.3	37.1		
Female	57	100.0	14.5	50.9	30.9	3.6	49.1		
<b>Racial/Ethnic Group</b>									
White	15	100.0	7.7	30.8	38.5	23.1	69.2	I/S	I/S
African-American	116	100.0	25.9	47.3	25.0	1.8	39.3	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	105	100.0	23.2	46.5	27.3	3.0	43.4		
Disabled	26	100.0	26.9	42.3	23.1	7.7	38.5	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	131	100.0	24.0	45.6	26.4	4.0	42.4		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	131	100.0	24.0	45.6	26.4	4.0	42.4		
<b>Socio-Economic Status</b>									
Subsidized meals	109	100.0	27.2	45.6	26.2	1.0	38.8	Yes	Yes
Full-pay meals	22	100.0	9.1	45.5	27.3	18.2	59.1		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	131	100.0	33.6	43.2	17.6	5.6	35.2	Yes	Yes
<b>Gender</b>									
Male	74	100.0	38.6	35.7	20.0	5.7	38.6		
Female	57	100.0	27.3	52.7	14.5	5.5	30.9		
<b>Racial/Ethnic Group</b>									
White	15	100.0	15.4	38.5	30.8	15.4	53.8	I/S	I/S
African-American	116	100.0	35.7	43.8	16.1	4.5	33.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	105	100.0	31.3	44.4	18.2	6.1	34.3		
Disabled	26	100.0	42.3	38.5	15.4	3.8	38.5	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	131	100.0	33.6	43.2	17.6	5.6	35.2		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	131	100.0	33.6	43.2	17.6	5.6	35.2		
<b>Socio-Economic Status</b>									
Subsidized meals	109	100.0	36.9	43.7	16.5	2.9	31.1	Yes	Yes
Full-pay meals	22	100.0	18.2	40.9	22.7	18.2	54.5		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	41	100.0	14.6	41.5	41.5	2.4	43.9
	<b>Grade 4</b>	51	100.0	27.7	53.2	19.1	N/A	19.1
	<b>Grade 5</b>	45	100.0	43.9	53.7	2.4	N/A	2.4
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	43	100.0	16.7	42.9	33.3	7.1	40.5
	<b>Grade 4</b>	35	100.0	21.2	39.4	33.3	6.1	39.4
	<b>Grade 5</b>	53	100.0	32.1	54.7	13.2	N/A	13.2
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	41	100.0	24.4	41.5	29.3	4.9	34.1
	<b>Grade 4</b>	51	98.0	21.3	40.4	25.5	12.8	38.3
	<b>Grade 5</b>	45	100.0	39.0	46.3	14.6	N/A	14.6
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	43	100.0	28.6	52.4	14.3	4.8	19.0
	<b>Grade 4</b>	35	100.0	24.2	42.4	21.2	12.1	33.3
	<b>Grade 5</b>	53	100.0	43.4	35.8	17.0	3.8	20.8
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 269)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	1.0%	Down from 1.5%	3.5%	2.7%
Attendance rate	98.7%	Up from 97.7%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.8%		6.8%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.8%		5.4%	3.5%
Eligible for gifted and talented	13.2%	Up from 4.6%	5.2%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	2.6%	Up from 1.5%	8.0%	8.2%
Older than usual for grade	0.0%	N/A	2.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.7%	Up from 0.4%	0.0%	0.0%

Teachers (n= 24)				
Teachers with advanced degrees	58.3%	Up from 45.8%	49.5%	51.4%
Continuing contract teachers	62.5%	Down from 70.8%	80.0%	87.5%
Highly qualified teachers**	95.7%	N/A	92.8%	95.0%
Teachers with emergency or provisional certificates	0.0%		3.2%	0.0%
Teachers returning from previous year	83.8%	Up from 78.3%	83.0%	86.7%
Teacher attendance rate	95.8%	Up from 93.7%	94.7%	94.9%
Average teacher salary	\$40,441	Up 4.6%	\$39,494	\$40,760
Prof. development days/teacher	11.3 days	Down from 14.1 days	13.4 days	12.4 days

School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	15.4 to 1	Down from 18.6 to 1	17.2 to 1	18.9 to 1
Prime instructional time	93.3%	Up from 90.0%	89.0%	90.0%
Dollars spent per pupil*	\$6,628	Down 3.7%	\$6,890	\$6,044
Percent of expenditures for teacher salaries*	73.2%	Down from 73.5%	63.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.3%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	91.3%	92.0%
Highly qualified teachers in high poverty schools**	90.3%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

South Kilbourne Elementary School provides a rigorous standards-based curriculum, which consistently is evaluated and updated to meet the educational and social needs of our students. Our staff and our community are committed to helping each of our 301 students achieve academic excellence.

South Kilbourne received many honors and recognitions during the 2003-2004 school year; however, we are most proud of our 2004 Exemplary Writing Program Award. This award symbolizes the community initiative, which was implemented to improve our students' writing skills. For the past two years, our school has been recognized for meeting the criteria of Annual Yearly Progress of the No Child Left Behind Act. One hundred percent of the staff enrolled in math, science and reading courses, one additional teacher received National Board certification, four teachers made presentations at state and national conferences, and our school's Teacher of the Year is one of the five finalists for our district's Teacher of the Year.

Test results indicated a need to focus additional effort in developing our students' math and reading skills. To address this need, all certified staff were trained in Marilyn Burns' Math Solution Strategies and received continued staff development in providing small-group reading instruction. Our school's academic day was extended through an after-school tutoring program, which focused on student skill deficiencies as identified by district benchmark tests, teacher-made tests, observations and other forms of assessment. The after-school teacher and the regular education teacher collaborated to provide a "Skill Gap Lesson Sheet," which was used to identify after-school focus standards and individual student deficiencies. Teacher surveys indicated that students had difficulty in mastering benchmark assessments. To address this area, teachers began an in-depth focus on the work that students were completing in class. Our staff implemented monthly learning walks to assess both student work and teaching strategies. Parents and community members became involved by making more structured classroom visits and by providing feedback regarding their observations. South Carolina Readiness Assessment results indicated that students continue to enter our school with a literacy deficit. Therefore, our school's Title I team designed a plan that would increase the early literacy experiences of day-care students who live in the South Kilbourne zone. The plan provided for bi-weekly visits from our local day-care students. While visiting our school, the day-care students play literacy games, read stories and enjoy snacks. Also, each day-care student receives a book at the end of each visit.

Still, with our many interventions, we continue to face the challenge of getting more parents involved in the education of their children. Although we have extensive community involvement, our limited parent participation in the reinforcement of skills at home inhibits our students' achievement. Teachers continue to provide after-school events that are scheduled at various times, and they continue to encourage parental participation. Our plan is to revise our parental involvement policy to strengthen our home-school communications.

Andrenna A. Smith, Principal, South Kilbourne Elementary School

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	23	41	6
Percent satisfied with learning environment	100.0%	80.0%	I/S
Percent satisfied with social and physical environment	95.7%	71.8%	I/S
Percent satisfied with home-school relations	69.6%	89.7%	I/S

\*Only students at the highest elementary school grade level at this school and their parents were included.